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SPECIAL LIBRARIES

Official Journal of the Special Libraries Association

NOVEMBER 1956

VOLUME 47 NUMBER 9

PROFESSIONAL PROBLEMS

Training . . . Recruiting . . . Standards

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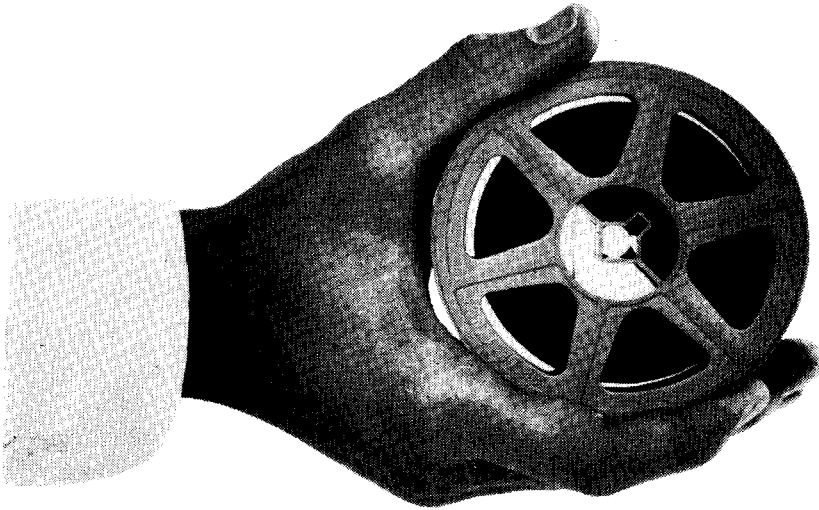
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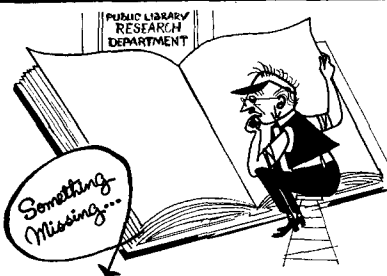
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SPECIAL LIBRARIES

Official Journal
Special Libraries Association

Volume 47, No. 9

CONTENTS

NOVEMBER 1956

Training for Special Librarianship	EDWARD N. WATERS	393
What Library Schools Are Doing in The Special Library Field	MARTHA T. BOAZ	400
Recruiting: A Case History	IRENE M. STRIEBY	401
Every Librarian—A Recruitment Committee of One VERNIE H. WOLFSBERG and HAROLD HUGHESDON		404
Everyone Is a (Bad) Librarian	SAMUEL SASS	406
Work Measurement in Technical Information Activities	C. G. STEVENSON	409
A Librarian Looks at Documentation	FOSTER H. MOHRHARDT	412
Atomic Energy Business Services	VIRGINIA STERNBERG	417

SPECIAL LIBRARIES ASSOCIATION

Metals Division Regional Meeting	422
Division Subscription Bulletins	424

NEWS

Coming Events	416
Have You Heard	425
Off the Press	427

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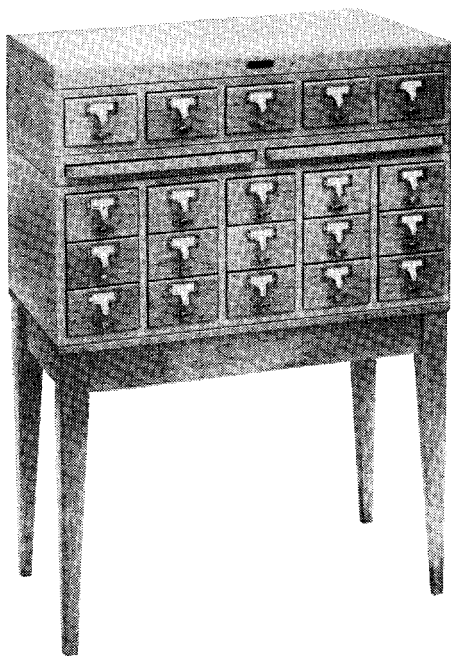
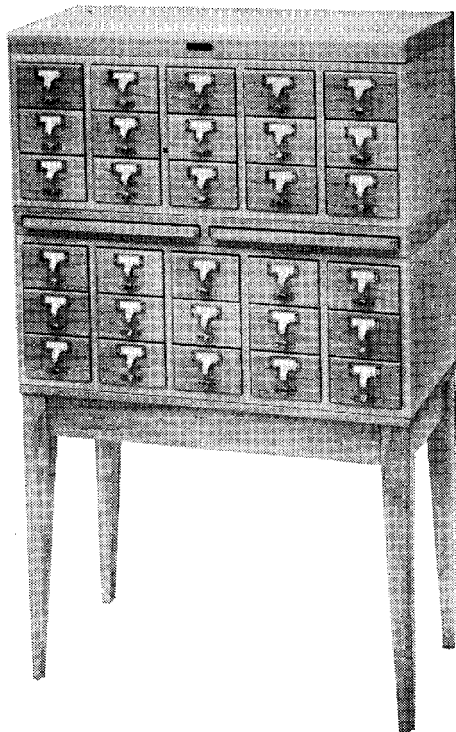
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I MUST DESCRIBE a surprise I had recently when I was looking over the organizational scheme of Special Libraries Association. To my consternation I found no committee on education or training but I did learn of a Committee to Formulate Definitions on the Fundamental Characteristics of Special Librarianship. I think it commendable to have no training scheme until one knows what he is but I am astonished that an association almost 50 years old, which I myself called "eminently professional" back in 1943, is still seeking an adequate identity.

Defining Special Librarianship

This leads inevitably to the related query, "What is a special librarian?" To that I have no better answer than the one offered by the first Subcommittee on Special Library Education, which consisted of Mary Louise Marshall, Irene M. Strieby and myself. Formulated in Chicago on January 25, 1950, it reads:

A special librarian . . . is a librarian who, by virtue of special interests and talents, chooses to operate in a special discipline, and for that purpose requires a broadened and intensified knowledge of his selected field—to which he must adapt the library techniques basic to all library practice. I see no reason to change that description now.

Paper presented June 8, 1956, at the SLA post-convention Institute on Special Librarianship and Documentation, Pittsburgh, Penna.

By way of qualification and explanation that Committee added these phrases about the special librarian:

The inclination toward his subject mastery, possibly evinced before entering library training and adopted as a career prior to library training, must not be discontinued as library techniques are encountered; the latter are to be molded to the needs of the former, and the two must be studied and amalgamated with one end in view: the production of an individual who, as a librarian, can render a service that the general librarian is not competent to give.

Dr. Jesse H. Shera has written that he "has seen too many examples of special libraries ruined by the inept practices of a subject specialist turned amateur librarian, to be convinced that subject knowledge is the *sine qua non* of special librarianship."¹ Our former committee of three, the present Subcommittee on Special Library Education and the Joint Committee on Library Education would take no issue with Mr. Shera. They have never advocated the infiltration of amateurism into library practice nor have they said that subject expertise alone qualified one as a special librarian.

I believe they do say, however, that subject specialization is of paramount importance, indispensable indeed, and that extra competence in particular areas of knowledge is the first criterion by which special librarians should be judged. In this respect the most vexing problem of the day seems to be how

one gains this extra competence and, from the point of view of the library profession, where the responsibility resides for its acquisition and nurture.

Need For Subject Competence

Dr. Shera has outlined combinations of knowledge, techniques and instruction, and concluded that the kind of program he is championing cannot be attained through one person or a single group. "There must be a leadership," he said, "that will assume the initiative. The responsibility for such leadership rests squarely with the library schools."² I am not so sure that he locates this responsibility correctly, for the library schools will teach what they believe librarianship wants. But there is a very clear implication here—the responsibility rests somewhere within the library profession, and this involves all librarians, regardless of what we call ourselves or to what bodies we adhere.

The same essay (the data appears also in the SLA recruitment brochure) related that from November 1954 through September 1955 the Library School of Western Reserve University received 37 requests from firms in business and industry for "trained librarians with undergraduate or graduate training in the physical sciences . . . This figure . . . does not include openings in science and technology divisions of public libraries or positions in departmental libraries in colleges and universities . . . Out of a graduating class of some 60 students, the Library School at Western Reserve had only three with academic backgrounds appropriate to the requirements of these positions."³ It was not the library training that was lacking, it was the academic knowledge, the studies that would evidently have given that extra experience or subject competence which is the backbone of successful special librarianship.

I believe that a number of persons are practicing special librarianship without being aware of it. I believe that some of our foremost librarians and

library educators are calling for special librarianship without being aware of it. I venture the opinion that special librarianship, in its essence, is becoming the very heart and soul of the profession whether it is pursued in institutions recognized as special libraries or in officially far removed establishments.

Dr. Lowell A. Martin reports a service trend that he calls interpretation. Its newness, he says, lies in the depth it goes beyond the conventional and time-honored reference service. He mentions instances he witnessed, abstracts he saw written, summaries he saw compiled. "Finally I came on a cataloger, engaged in subject heading work on reports, and I thought I had an example of good old conservation and identification, until the degree and depth of subject analysis, according to a unique structure of terms, convinced me that the result here also was interpretation of resources."⁴ Mr. Martin, I may add, seemed in favor of what he observed.

I refer to this phenomenon, so common to most of you, because the kind of interpretation that so impressed Mr. Martin can only be practiced if based upon intimate familiarity with the subject at hand. It means more than superficial acquaintance with conventional or elementary terminology and concepts. It means that the interpreter must be a subject expert, a master of the knowledge of his subject field if not of its techniques.

Here, let me parenthetically point out, may lie the great difference between the expert special librarian and the expert practitioner of the subject itself. The former may distinguish himself by "knowing," the latter by "doing." The finer shades of meaning separating these two verbs—how much doing is involved in knowing and how much knowing is involved in doing—must be left to better minds for elucidation.

Today Louis Round Wilson might possibly modify his terms, but at the symposium held in Philadelphia in 1951 celebrating the two hundredth anni-

versary of the University of Pennsylvania Library he declared: "... the research librarian need not be a scholar or an administrator, but rather a scholar and an administrator, as well as a technician, a promoter, and an educator."⁵ Let us equate momentarily research librarian with special librarian. If, as a research librarian, one has become a scholar, it is safe to assume that he has specialized in something; the frightening expanse of modern scholarship demands no less, at the same time forbidding specialization in more than one field (except for geniuses). And Wilson recommends that he be a scholar.

Deficiencies In Library Education

At the same symposium Charles Harvey Brown forthrightly declared: "Personally, I believe that my two years of graduate study in the physical sciences were of far more value in my professional career as a librarian than were my two years at a library school, although the latter were certainly not valueless. I have suggested to some students in library schools, who intended to apply for admission to the candidacy for the doctorate, that a major in a subject field with a minor in library science might be preferable to a major in the library school and a minor in some other department."⁶ It is important to remember that these were the words of a venerable professional "general librarian" who had little interest in impugning the library profession's educational shortcomings.

A balanced view of the situation is offered in the second edition of *The University Library* by Louis Round Wilson and Maurice F. Tauber. In a section devoted to special and departmental librarians, the authors raise two questions: "Is subject knowledge more important than a firm grasp of technical librarianship? Is the first year professional curriculum sufficient to make it possible that a graduate can carry out the objectives and guide the tech-

nical operations of a special or a departmental library?" Like everyone else the authors have no specific answers, but they present several statements indicative of present and future trends:

Unquestionably, subject specialization is wholly desirable, if not essential. It is expected that the effective librarian, working in a particular subject area, will continue to build up a strong background in the field. One cannot say that subject training is more or less important than library training; both are necessary for the proper operation of a library . . .

The implication, of course, is that library schools will need to provide programs which will assist in the training of subject specialists to take over special and departmental librarianships. Although library schools have made efforts in this direction in the past, the emergence of new and more complex problems in industrial, technological and scientific research, in universities as well as in private institutions and governmental agencies, requires a reconsideration of library school curriculums so that able personnel will be attracted to the professional positions of special librarians.

It appears that the time is past when individuals with only subject training can operate with efficiency a library serving a special clientele. While a subject specialist will have certain advantages, he will learn his library operations the hard way. Within reason, library school programs should assist by matching their offerings with the needs of the field. The library schools will need to arrange for closer relations with the other professional schools and subject departments on the campus. Professors in the sciences and other subject fields could help in recruiting potential librarians in special fields by recommending to students the possibility of librarianship as a profession. The relationship between the library schools and other units of the university could also be strengthened in terms of teaching personnel, since one of the real difficulties in training young librarians in special fields is providing teaching staff with strong backgrounds in science and technology.⁷

Some of the possibilities implied here may give Dr. Shera hope that the library schools may indeed supply the leadership he has called for. Columbia University and Western Reserve University are surely not hesitant in trying to improve conditions and increase the knowledge as well as the technical capacity of their students. But the work still to be done is enormous, for the progress made so far has been sporadic and isolated.

Training For Special Librarianship

In the Wilson-Tauber quotation there is no hint of a course in or on special librarianship *per se* and as a whole. I think this is rather significant. Its absence does not mean that such courses have no value or are permanently outmoded. Nevertheless, it points to the modern realization, I believe, that special librarianship exists and flourishes for specialties, not as an indivisible unit (though there is no dearth of common factors among the specialties). In years past there have been many courses offered in special librarianship, based on the mistaken belief that students successfully completing the assigned work were equipped to function as special librarians. I do not say they failed to benefit from the courses, but they could only succeed in that subject field they happened to know best.

Special librarians are not mass-produced; they are not so many interchangeable parts which, having been passed along a conveyor belt to pick up several accretions of knowledge, can be put into operation whenever a new part (or person) is needed. Courses of this nature should be recognized for the value they do have—to enlighten and broaden students on the manifold variety of library services and to identify problems peculiar to each one. I personally think it would be a fine thing, a positive step forward, if every general library student submitted to a survey course in special librarianship. He would be a better informed general librarian if he had this insight into the vast ramifications of the profession.

The Marshall-Strieby-Waters report of 1950 took cognizance of a course in special librarianship, recognizing its origin in the light of a developing need. Beyond this it did not go. A group statement of the second Subcommittee on Special Library Education, singled out no such course as essential.⁸ Some of the statements pertaining to separate disciplines did refer to a special libra-

ries course, but in each case it was for purposes of orientation only. What those experts wanted—and they were right—was subject knowledge plus enough library science to put that knowledge most efficaciously to work.

The Voigt report, by the way, won a flattering amount of attention and commendation which made the collaborators feel they had not worked in vain. Other subject areas, in addition to the seven explored therein, are being treated similarly under the present expert chairmanship of L. Margueriete Prime of Chicago. It is to be hoped that they will be published soon. The various recommendations brought out certain discrepancies in standards, both of background and professional attainment, but all of them insisted tenaciously on more training in the several subject fields.

It is conceivable, of course, that true masters of subject fields could attend a library school with little or no further thought to additional subject education. This concept, however, is not helpful, for two reasons: 1) if a person were an absolute master of his field, he probably would not want to become a librarian; 2) he would probably be too old to become a librarian! Thus we are thrown back to the main problem of how best to encourage and train young people with subject proclivities and talents who wish to be occupied with the functions and attractions of their callings in the *milieu* of librarianship.

Most special librarians would probably agree that the incipient special librarian must absorb the foundations of his particular field and the way it is practiced. In expressing themselves on degree of accomplishment, however, many librarians or their associations reveal a great diversity of opinion. How do we find the stratum on which various special librarians must build?

A spokesman for law librarianship, for example, wants all law librarians to be full-fledged lawyers before they enter a library school. This is an astonishing requirement, but who can safely

dispute it? Medical librarians do not have to be doctors (though some of them are), but they must have exceptional training in relevant sciences. Music librarians must be able to read music, play an instrument besides the phonograph, and possess certain theoretical knowledge. I doubt if any school, library or otherwise, can train an adult to be a first-rate music librarian if he is musically illiterate. Believe it or not, this has been suggested. Finance librarians must know, substantively, the elements of banking and business, the methods and theories of economics, the theory of investments, and stock exchange operation. These are representative; the list could be extended and pondered indefinitely.

Each would-be special librarian should find it necessary to know the history of his chosen subject field and the significant patterns of its development. The histories of law, music, medicine, drama, science, and other fields are ever broadening yet concrete disciplines; librarians working in these areas cannot afford to be ignorant of them.

Most, if not all, subjects have originated in or extend to foreign lands, which means a foreign language obligation the qualified librarian must meet. Reading *expertise* in foreign languages, the more the better, should be an absolute essential for most special librarians. If subject knowledge can be equated with godliness, then foreign language knowledge strongly resembles cleanliness, and sometimes the two elements are indistinguishable. Suffice it to say that too many of our librarians need a good washing!

Progress In Library Schools

It is agreed that, given an adequate amount of subject background (no definition obtainable!) the incipient special librarian should submit to the discipline of library training in order to learn library techniques most rapidly, most thoroughly, most systematically.

Obviously the place for this is the library school—but which one or under what conditions?

The Voigt report of 1954 points the way: "In subject fields where specialized library training can parallel an academic departmental offering, it is quite feasible to work out a cooperative program with the department concerned . . ."⁹ The paragraphs from the Wilson-Tauber book approvingly indicate the same possibility. Actual developments in certain institutions, with varying details in program operation, illustrate the feasibility mentioned by Mr. Voigt. This means, I think, that the young persons desirous of becoming a special librarian should seek out those schools in institutions large enough and comprehensive enough and interested enough to continue the cultivation of his subject needs.

If it is reasonable to start with such a consideration, the first schools coming to mind are those prepared to offer a doctorate within the library program. The degree itself may not be in the selected field of subject specialization (and for most persons it may not be the doctor's degree), but it can hardly be offered at all unless the facilities of the university are generously ample with respect to both faculty and research resources. There are now six such library schools granting doctorate degrees—California, Chicago, Columbia, Illinois, Michigan, and Western Reserve. Speaking in general terms and without prejudice to other schools, I suggest that special library training may be richer, more fruitful, and more satisfying in these institutions than in others where the resources of personnel and materials are necessarily more limited.

The Graduate Library School of the University of Chicago has at least two interdepartmental programs under way—for music librarianship and for business librarianship. More may develop.

An announcement of the new doctorate program in the School of Library Science, Western Reserve, promises the

availability of cooperative programs with these departments: the Center for Documentation and Communication Research, law, chemistry, education, physics, biology, mathematics, philosophy, history, economics, and others. The fact that this cooperation is effective on the doctorate level should not be discouraging to younger students; it attests to the principle of work in two or more departments which specialists need if they maintain excellence in a subject field.

At the moment extraordinary interest is centered upon Western Reserve because of Dr. Shera's demand for a re-examination of all library education, his desire to determine the "intellectual content" of librarianship, and the sizeable grant the school received recently from the Carnegie Corporation of New York to conduct a research program directed toward these goals. Special librarianship figures largely, if not predominantly, in Dr. Shera's planning.

Among his purposes appears the following: "A subsidiary question may be whether or not there is enough in common among the various specialized fields of librarianship to hold librarians together as a single profession, or whether the differences are so great that more than one profession must be recognized and separate training agencies set up for each type."¹⁰ I have no idea whether Dr. Shera has preconceived expectations of what his findings may be (I suspect he is too good a scientist for that), but there is no doubt that his results will be eagerly awaited and perhaps hotly debated. Other librarians, however, cannot wait for the termination of his project; we have to make plans and suggest procedures in light of the ever demanding present.

Columbia University's School of Library Service has launched, on the level of the master's degree, several programs for special librarians to train persons for medical, engineering and physical sciences, law, fine arts, and business and economics libraries. Additional spe-

cial programs will be organized as the need and pressure for them present justification. In a highly stimulating meeting with members of the Columbia faculty on March 16, 1956, a goodly number of the Subcommittee on Special Library Education heard an explanation of the operation of these programs.

The candidate for a master's degree must complete work which gives him a total of 36 points. If he is in one of the special programs, 21 of these points come from studies in general library science, 15 come from library courses directly connected with his subject field (with one 3 point course presumably being an elective which may be taken in another part of the university). Thus a student in Columbia's special program follows a course of study in which there is a ratio of 7:5, seven for the general library courses, five for the pursuit of special librarianship in one particular (though broad) subject field. Considering the past history of special library education, I find this arrangement intelligent, generous and promising.

If some special librarians object to general library training being still larger than special library training in the Columbia scheme, they should understand that there is a reason for this. A student may not be admitted to the special program merely for the asking. There are these regulations: "Students whose maturity, previous experience, education, and personal objectives justify training for work in a particular type of library or age group may be admitted to one of the several special programs as approved by the Faculty;" and "Permission for a student to be enrolled in a special program will be granted by the Faculty Adviser for that special program, with the approval of the Dean."¹¹ Theoretically, and I am sure practically, discretion is to be exercised before an overly ambitious or fanciful student is encouraged or permitted to undertake a specialist's course, the criteria being experience, educational background and personal objectives.

Librarian
Participation

This brings us, I think, to the crux of the problem today. We have protested against the imposition of library schools that had seemingly little interest in the amount of substantive knowledge possessed or needed by special librarians, potential or actual. Too frequently, we have felt, the schools have taken the attitude that the grace of all around excellence would fall on all students if they simply absorbed the general library curriculum, itself so sacrosanct that it would brook no alteration or adjustment. Fortunately there seems to be a growing realization that subject knowledge is truly indispensable, a subject knowledge that must be subjected to library techniques and controls if it is to be most efficiently and economically put at the disposal of the various clientèles needing it.

As special librarians and through our associations we should perhaps try to decide what quantities and qualities and degrees of subject knowledge our students should have before we determine the necessary amount of library training. Perhaps the library schools have failed to appreciate our needs because we have been too silent or too far removed from any semblance of agreement on academic requirements.

The Special Libraries Association and its formidable list of divisions, the associations of law, music, medicine, theater, theology, and other disciplines, if they are of true professional stature, should be able to suggest minimal amounts of subject knowledge beneath which special librarianship may not be encouraged. If sporadic thinking and urging have produced certain results up to now, concerted thinking henceforth may be magnificently fruitful. It would prove that we are really concerned with the *matter* that makes us special.

The national library associations of the United States are represented on the Joint Committee on Library Education, while many important special-

ists constitute the present Subcommittee on Special Library Education. These committees are advisory, without perceptible resources, financially handicapped in doing what they would like to do, and nonofficial, yet they came into being because the national associations thought they were needed. They represent a community of interest organizable in no other way and they exist to serve the needs of the supporting associations. They can only be as effective as the national associations want them to be.

I invite you to use them more, to demand more from them, to express yourself to them and through them. Library education should be as fluid, as dynamic, as subject to change and improvement as education for any other profession. But only your own interest and alertness and conscience, transmitted through your associations and group affiliations, can make it so.

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What Library Schools Are Doing In The Special Library Field

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MOST LIBRARY SCHOOLS offer a basic general course consisting of the fundamentals of library work needed in any type of library. In most cases, however, the curriculum permits variations to meet special interests without sacrificing the necessary foundation of basic studies. Only a few schools, three of the 15 surveyed, had a course specifically called Special Librarianship or Special Libraries. These courses, according to their catalog descriptions, usually include a study of the evolution of the special library as a response to new needs of contemporary society, a survey of the major categories of special libraries, and a study of the methods of acquiring, arranging and administering library materials in such libraries.

In most of the schools joint programs have been planned with other schools or departments, such as the school of music or economics or the department of chemistry. In this setup, students plan programs under the joint guidance of a faculty member in the library school and of another in the appropriate department or professional school.

Special courses in one subject area are sometimes offered within the library school; for example, a course in medical literature and reference work, a course in maps and cartobibliographical aids, a course in biological literature, or a bibliography course in music.

Almost all schools have some provision for individual directed research whereby a student may select a topic on which he wishes to do research. This may take the form of a thesis or what some schools call directed research, and is done under the close supervision of a faculty member or a committee of the

faculty. Then, too, the term paper, problem or project in almost any class may be specialized according to the needs and interests of the student.

In response to the demand from Special Libraries Association, many library schools are trying to work out special programs in specific subject fields. There are two schools of thought as to the type of training needed by special librarians. One thinks that the entire curriculum for this group should be highly specialized and slanted to the particular field; the other thinks the principles basic to all library work may be adapted to special library practice. The highly specialized curriculum implies for each subject specialization—separate courses in book selection, reference, cataloging, and administration.

If highly specialized training develops, what are the implications for library education? In all probability the schools will have to divide the subject fields. A student who wishes to become a map librarian would, for instance, probably go to Illinois for his training, a medical librarian to Southern California and a law librarian to Chicago. There might be need for further specialization in course fields—reference librarians might be limited to one school, catalogers to another, and school librarians to another. Difficulties might arise from such restrictive limitations. A student would have to decide, before entering library school, which specialty he preferred and, as a result, he would be eligible for only one type of position.

Strong subject concentration is highly desirable, almost mandatory, in some special library work. Subject preparation plus library school training plus

internship in a library is requested by some employers. The desirability of such training is understood, but few people are willing to spend the time and money, knowing they will, in all probability, go to a library position which pays a comparatively low salary.

What is the solution to these difficulties? As long as library schools are small in relation to the number of students enrolled and in the number of faculty employed, it would seem that they may have to follow the more or less general education programs now established, with as much specialization as the budget and the teaching staff will allow. It seems sound, too, to think that organizations, businesses or industries which need a librarian should be willing to provide a work-study program, a scholarship, or some form of subsidy which would enable one of the staff, already prepared in the field, to attend library school. Companies often provide in-service training in other areas.

Certainly the library is proving its importance in most special organizations and should have a professionally trained library staff. A librarian with highly specialized subject knowledge as well as library training and experience should receive a salary commensurate with this training and equivalent to that of subject specialists; otherwise it will

be impossible to recruit suitable persons.

It seems difficult to design any one course that will fit every type of special library, except as is now the practice when a student elects to do a study of a special library within the framework of a general class. There is need for more experimental work in libraries and in library schools. Perhaps special libraries should be the testing ground for many streamlined, labor-saving devices because they are frequently better able to try experimental methods than are most general libraries.

In the opinion of some librarians big business has left libraries and librarianship "way behind." There is need in all types of library work for scientific organization, skilled methods, and extensive service. For special library work, if the desirable were attainable and economically feasible, a student would go to his job with a well rounded academic background, a special knowledge of a particular subject field, a basic foundation in library science, and training and internship in a special library of his field.

Despite all the problems, I believe that we shall not have to worry too much about specific courses or special techniques if there is zeal, enthusiasm, and belief in library work, regardless of whether it falls within the school, public, college, or special library category.

RECRUITING: A Case History

IRENE M. STRIEBY, Library Consultant
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IN THE YEARS immediately following World War II a deliberate effort toward recruiting for librarianship was made by the library staff of the Lilly Research Laboratories. Three college students were selected as summer employees; two were in their junior year and the third, a sophomore, returned for a second summer after her junior year.

The tasks assigned to these students were many and varied, but there was no organized attempt made by the staff to develop a uniform training program.

The employment opportunities then available to science majors were both attractive and lucrative, just as they are now. Upon graduation not one of the three, much to our disappointment,

registered in a school of library science. Unfortunately there were no vacancies on our library staff at the time, and the three were employed in other research libraries. Two accepted positions in libraries of competitive firms; indubitably their brief experience here was taken into consideration when the offers were made to them.

It is also interesting to report the unexpected outcome in the case of the student who was with us two successive summers—an example of “casting one’s bread upon the waters.” After a successful period of employment in another pharmaceutical library, she held a responsible university library position for four years while her husband worked for his doctorate in biochemistry. His subsequent employment brought them again to Indianapolis, and we were fortunate in obtaining the former student employee as a staff member for two years, coming back to us as an experienced subject specialist.

Early in 1955, as the supply of librarians became smaller, we asked for management approval of an experimental program in recruiting for librarianship, setting forth specifically the advantages in it to our organization, to the student, and to the profession. Approval was granted and, with the aid and interest of our personnel services department, a concerted effort was made to find a senior chemistry student of better than average ability who not only had manifested interest in literature work but would consider library work as a career.

Letters were sent to the heads of chemistry of 20 midwestern schools in which we requested that senior women students be informed of our summer trainee program. Among seniors, the response was poor; many of them had already accepted positions in industry. However, a few promising junior chemistry majors expressed an interest in our employment opportunity which was planned for a potential librarian. One of them asked to be considered in 1957 if the program was repeated.

One applicant, highly recommended, was invited for an interview early in the spring of 1956 and as a result arrangements were made for her to begin her program on June 10. Specific details of the work-study plan had not yet crystallized at the time of the interview but she was given a general review of company objectives and an explanation of library policies and service. During the month of May much thought was given to formulating a detailed program whereby the trainee would become familiar with each library operation, even though the knowledge gained in the more difficult phases would obviously be superficial.

Program Of The Trainee

The first week in the company, spent in the office of the writer under whose direction the program was planned and executed, was principally for orientation purposes. An outline which seemed to cover all basic departmental routines was presented in detail with a request that the trainee keep a notebook covering the work accomplished as well as the theory behind it and how it differed from the college chemistry library of which she was in charge. The outline was in calendar form for each work period; on it was also indicated the location of the work and the supervisor to whom the employee reported.

During the first week there was also time for a brief introduction to library tools which would be of special aid to her as a staff member. This included one practical problem related to a new agricultural library in process of formation; it consisted of supplying order information for a list of books and periodicals then under consideration. Although the immediate purpose was to obtain a fairly accurate estimate of the cost of materials needed, the information is to be used later by an order clerk. The knowledge of sources gained by the trainee was also a coincidental objective, the value of which she appreciated.

Two weeks were spent in the readers' service area where work with reference tools and special files received the most emphasis. Ample opportunity, however, was given to observe and assist with interlibrary loans, checking in and routing of periodicals, and work at the circulation desk. The two weeks in the technical processes area included study of methods of handling reprints, order work, cataloging and classification, and disposal of duplicates. The trainee was given an opportunity to assign subject headings to abstracts and to prepare a shipment of books for the bindery. A half day was spent in the studio of a local microfilm company for the purpose of understanding the preparation and use of film.

A fourth period was arranged in the section of research records which is under the supervision of the research coordinator. Here the trainee observed the work that goes into the recording of information on IBM cards as well as the retrieval of this information. She did some proofreading and was particularly interested in coding test results on compounds prepared in the laboratory. She never questioned the fact that her work had to be thoroughly checked in this area as it had been in the case of bibliographies prepared as well as in other library operations.

The program originally outlined for the trainee was followed exactly except for an additional two weeks in the library business service. This departure from schedule was made after the trainee expressed a desire to have her work-study plan extended for two weeks, making the employment period a full three months instead of the 10 weeks originally planned. This change was accomplished with no inconvenience due to the unexpected absence of an employee which created a need for an additional temporary worker. The trainee, already having spent two weeks in this area, was perhaps better equipped to substitute than was any one else who could be secured on short notice. This actual ex-

perience of filling an assistant's position, even for the short period of two weeks, gave her a feeling of satisfaction.

At the end of 11 weeks she returned to the office of the writer where a day was spent going over her previous work and experiences. A trip through the plant at the end of her program gave her an opportunity to locate many of the operations she had been hearing about throughout the summer. A conference with the chief librarian during the last week also gave the trainee an opportunity to gain a perspective of the administrative operations necessary in coordinating the work of a large staff. The usual exit interview accorded all employees leaving the company was held by the personnel services representative who, incidentally, is enthusiastic over our program.

We feel that our experiment has been successful up to the point that it has definitely instilled a determination and desire in the trainee to apply for admission to a school of library science after the completion of her senior year. Toward this end she wrote to the director of a library school during her final week here, asking for an interview in October at which time she hopes to learn more of a special documentation program available and to present her application for admission. From experience we know that a number of circumstances may prevent her from taking this academic work; whether she does or does not, there is no obligation on our part to employ her in the future (although we recognize her as a valuable potential staff member) nor is there an obligation on her part to accept employment with us if an offer is made. But we do earnestly hope that the library profession has gained one more librarian. In any case, we know her enthusiasm for the experience at Lilly Research Laboratories is already paying dividends among her friends in whom she has aroused an interest in library work.

Every Librarian— A Recruitment Committee of One

For the SLA RECRUITMENT COMMITTEE

VERNIE H. WOLFSBERG, Chairman, and HAROLD HUGHESDON

THE PROBLEM is basic. Who can we get to run our libraries? Where are the librarians, general or special, coming from in the next five years? What are we doing to make the idea of working in a library attractive to others?

The number of libraries is growing daily; not by the establishment of orthodox buildings with an extract from Bartlett over the door, but mainly by executives at the decision-making level deciding that something must be done with the mass of recorded information in one form or another with which their organizations have to contend. The attempted solution seems to be to establish a library and acquire a librarian.

Librarians, however, are becoming increasingly hard to find. Library school enrollments have suffered a sharp decrease in the past two or three years and graduates are simply not forthcoming. Further, many are not willing to hire a library school graduate at the outset.

It is not enough today to be a good librarian. A good librarian must also be a good recruiter because all librarians are in need of assistants and today there are not enough to go around. Tomorrow the shortage will be even worse unless the profession develops a successful recruiting program.

There are more than 3000 special libraries in the United States, and 5300 members of Special Libraries Association. Should each SLA member recruit but one individual, he would be making a contribution not only to the profession but to his community.

There are still many students, counselors, teachers and parents who have no knowledge of the field of special

librarianship. They may have heard of it but they are vague as to what actually constitutes the work of a special librarian. The SLA Recruitment Committee has specific suggestions for ways every librarian can become a recruiter.

We know that no other approach carries the impact of personal contact. First, therefore, we suggest that all librarians take stock of themselves by considering seriously the following provocative questions:

Are you up to date on the professional activities and innovations of your chosen field?

Do you talk enthusiastically about the satisfactions you find in being a librarian?

Do you accept requests to speak on programs about the satisfactions found in the library profession?

Do you strive to make the kind of impression which will inspire others, such as the clerical workers on your staff, to imitate you?

Do you take time to talk to your clerical staff about the advantages of pursuing library courses at night or on a part-time school and part-time work basis?

Do you permit your staff to help you with some interesting problems?

Do you invite groups of students to visit your library?

Are you active in community affairs? (Here is an opportunity to achieve a most satisfying reputation with your patrons—and potential patrons—as well as an enviable reputation for the profession of librarianship.)

We can report from experience that two approaches have proved successful.

The St. Paul Fire and Marine Insurance Company sponsors an orientation program for all new employees in which the librarian participates by describing the library's functions. In her short talk she always incorporates a few of the interesting, and sometimes amusing, questions for which the library is asked

to provide answers. After one orientation program a girl sought out the librarian that very afternoon to ask how she could procure an assignment in the library. There was no opening at the time and when the girl tired of clerical work, she left to enroll at the state university. She is still there with her objective—the library school.

At the close of another orientation program a young man came to the library to discuss opportunities in library work. He had completed several years of work at the university and still had some privileges upon which he could draw under the G.I. Bill of Rights. He is now a librarian in Idaho.

In St. Paul during the past six months representatives from three business institutions have approached various librarians for assistance in establishing new libraries. All have wanted to draw from their present staffs for a woman to fill the position of librarian. Rather than insist that no one but trained librarians could possibly fill the positions satisfactorily, it seemed to be "the better part of valor" to go along with their idea. It was decided that this way recruits might be obtained for the library field, while otherwise the libraries might be forever left to the mercies of untrained hands and minds. In addition, should the executives have conceded the proposition that trained librarians were the only solution, they would have drawn from the scarce supply, and recruits might have been lost to the profession.

Thus the librarians consulted suggested that the institutions send their choices to library school. This suggestion appealed to two of the representatives and one executive called a month ago to say that as soon as the plan for

the library had been accepted by the officers of the organization, the woman would attend library school on a part-time school, part-time work basis. The other institution plans to adopt this pattern later in the year.

We cannot prove that our third suggestion will be successful as it has not, as far as we know, been put to much of a test. We suggest, however, that all librarians try to impress parents with the interesting opportunities in the field of special librarianship. It strikes us as a recruitment possibility with the potential of a tremendous carry-over.

All librarians know parents. Why not talk to them about your library whenever you meet them? Why not ask the mothers to make a spot for you on their next Parent Teacher Association meeting?

Other professions are experiencing the same acute shortages as is the library field. Some recruitment problems are basic to all professions and it could be profitable to observe some of the proposals in the recruitment programs of others. The Manufacturing Chemists Association and the National Society of Professional Engineers have as their main objective—stating it in a very general way—the promotion of the study of science and mathematics at all levels, from elementary through college grades, to stimulate more students to participate in such courses.

Some local chapters of the American Chemical Society maintain a speaker's bureau. Many speakers list as their topic "Science as a Career" or something similar. Lists of topics are sent to all high schools which invite speakers of their choice. In a similar way librarians could begin recruiting at the high school level.

There can be no libraries without librarians. Participate in the campaign to interest and inform nonprofessional staff, high school and college students, and parents in the many and varied opportunities for careers in special libraries. The recruiting need is urgent!

Everyone Is A (Bad) Librarian

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THE TITLE of this paper is borrowed from an article by the American poet John Ciardi, poetry editor of *The Saturday Review*. The actual title of his article was "Everyone writes (Bad) Poetry," but the general idea of what he had to say on that subject is so applicable to the profession of librarianship that I hope he will forgive the direct steal.

One of the significant statements made by Mr. Ciardi was:

*Ask John Doe whether or not he can play the violin and he would not dream of answering "I don't know. I've never tried." But ask him whether or not he can write a poem and it will be a rare and saintly-humble John Doe indeed to whom it occurs that the poem requires at least as much technical devotion and at least as many years of practice as does the violin. It's all done with words, isn't it? And everyone uses words.*¹

We need only paraphrase this statement to see that poetry and librarianship seem to suffer from a similar condition. We can say:

Ask John Doe whether or not he can analyze a chemical compound and he would not dream of answering "I don't know. I've never tried." But ask him whether or not he can be a librarian and it will be a rare and saintly-humble John Doe indeed to whom it occurs that the library requires at least as much technical devotion and at least as many years of practice as does the test tube.

It's all done with books, isn't it? And everyone uses books.

This much, at least, the poet and librarian have in common—anyone who has learned to write thinks he knows everything he needs to know to be a poet, and anyone who has learned to read thinks he knows everything he needs to know to be a librarian.

How many librarians whose jobs involve interviewing candidates for library positions have not had the experience of talking to applicants whose only qualification was that they "liked to read" or that they "loved books?" It is not generally believed that love of dogs qualifies one to be a veterinarian or that love of broiled swordfish qualifies one to be an ichthyologist, but with books and libraries it's different!

Clerks Or
Professional
Librarians?

That this anyone-who-can-read-can-be-one concept of librarianship is more than an academic question is illustrated by a recent article in *Iron Age* by Marjorie O. Baker. Mrs. Baker presents a good case for the metallurgical library, but it is significant that she feels it necessary to defend the hiring of a professional librarian. To quote Mrs. Baker, *Why have a professional librarian? Companies planning their first library often ask this question, since a professional librarian's salary is apt to be the largest single item in the budget. The company could save more*

than \$1500 a year by putting a competent clerk in charge. Why pay out the extra money?"

It is difficult to imagine a current article defending the hiring of a chemist instead of a clerk or an engineer instead of a clerk or a teacher instead of a clerk, but in the year 1956, nearly a half century after the formation of Special Libraries Association, it is still necessary to answer at length the question, "Why have a professional librarian instead of a clerk?"

The sad part of it is that in all too many cases when this question is asked, there is no Mrs. Baker around to answer it intelligently. As a result, the decision often results in the hiring of a clerk and not a librarian. It is here where there is an important difference between the situation of the "bad" poet and that of the "bad" librarian. Between the dilettante poets and publication of their poetry stand the John Ciardis, the editors who are in a position to judge what is and what is not worth publishing. In the library field, particularly in business and industrial special libraries, there is often no one to guard against making the library position either a reward for a good clerk or secretary or (what is equally bad) a kind of pasture for the scientist who, because of age, illness or other reason, is no longer competent to do the work for which he was originally hired.

It must be emphasized that this does not occur only in isolated cases but rather regularly. Only last week a research executive from a manufacturing plant in a neighboring town visited my library. He brought with him a nice young lady who was to be their librarian and asked whether I would tell her how to organize their collection, which consisted largely of material in a rather highly specialized branch of chemical engineering.

A few discreet questions revealed that the young lady was a graduate of a high school commercial course and that she was chosen from a group of

such girls for the library position because she had received the highest rating on a battery of psychological tests. She had no technical knowledge whatsoever and her only contact with any kind of library was an occasional borrowing of a book from the local public library. I was expected to tell this girl in an hour or so everything she would need to know to do her job. Would this same research executive hire a chemist in such a casual manner? Of course not! He would expect his chemists to have not only a degree in chemistry but a degree from a school on the American Chemical Society's approved list.

Need For Professional Standards

Assuming that the question of who is and who is not entitled to be called a librarian is of some concern to the library profession, either for purely egotistical reasons or for high-minded professional reasons, what can be done about the situation?

It would be presumptuous to suggest that a simple solution to this problem exists. The library profession, both in general and special libraries, suffers from its history, and it may well be that 50 or even 100 years is too short a time for the effects of that history to disappear. Certain definite steps, however, can be taken to hasten the process and since the situation is particularly bad in special libraries, the Special Libraries Association is the logical organization to assume the responsibility for taking those steps.

The first step is to establish standards and to publicize them in every possible way. Prospective employers of librarians, particularly in the industrial field, cannot be blamed for not knowing who or what a qualified librarian is if librarians themselves don't seem to know. It is true that the standards cannot be as clear cut as, for example, those of the American Chemical Society. The fact that in the field of

special librarianship competent people have become qualified either through library school training or subject field training or a combination of the two must be taken into account. However, flexible as the standards might be, they could at least exclude people with no qualifications at all.

In his report as president of Special Libraries Association, Chester M. Lewis asked the question: *Has our failure to establish special librarianship as a profession been due to the failure of ourselves to formulate, fight for, and maintain standards?*³ The answer to this question can only be an emphatic "Yes!"

Need For
Membership
Qualifications

Standards alone, however, will have little effect unless the next logical step is taken, that is, the formulation of requirements for Special Libraries Association membership in accordance with such standards. We cannot expect any respect from other professions if our professional society has no membership qualifications whatsoever, and since in the special library field the librarian is usually hired by a scientist, engineer or other professional individual, such respect is of no small significance.

How can we blame a research director for hiring as librarian a clerk whose only qualification is a high rating on a psychological test, if we are ready to admit that clerk to full membership in our professional organization? It has been my experience that the business executive is not inclined to ignore professional standards when he is aware of them. Further, I am inclined to think that if such an executive were to discover that the person he hired as a librarian cannot meet the membership requirements of the professional organization, he might well be willing to re-examine the situation.

Perhaps this point of view will strike some as too optimistic. The fact remains, however, that without standards

of professional competence and without membership restrictions of any kind, our chances of professional recognition are considerably reduced. What's more, if we have not reached the point in our professional development where we are ready and willing to establish standards, then we probably don't deserve that recognition.

Anyone who has given the problem of professional status serious thought must realize that taking the steps suggested in this paper is bound to create serious, even if only temporary, problems for Special Libraries Association. The problem must be faced, however, unless we prefer to accept the anyone-who-can-read-can-be-one attitude toward librarianship and the resulting permanent status of stepchild of the professions.

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2. BAKER, MARJORIE O. Metallurgical library pays its own way. *Iron Age*, August 2, 1956, p. 97.
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COMMITTEE ON PROFESSIONAL STANDARDS ESTABLISHED

On the recommendation of Chester M. Lewis, the Executive Board of Special Libraries Association authorized the establishment of a Committee on Professional Standards during its meeting in Pittsburgh, Penna., June 8, 1956. The new five man committee will consider the objectives outlined by Gretchen Little in her President's report of June 16, 1955 (*SPECIAL LIBRARIES*, July-August 1955, p. 239-45) and reiterated by Mr. Lewis in his report as President, June 7, 1956, (*SPECIAL LIBRARIES*, July-August, 1956, p. 237-246). Ruth Savord, librarian, Council on Foreign Relations, New York City, has been appointed to serve as chairman of the Committee.

Work Measurement In Technical Information Activities

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THE TITLE of this paper may be slightly misleading because I am not going to discuss *how* to measure technical information activities. I certainly hope that the day will come when a paper on this subject is presented but a great deal of work needs to be done before that paper can be written. It is this work I wish to discuss.

I do not think I am unduly optimistic when I make the initial assumption that we must plan for greatly expanded technical information programs in the future. I do not have time to marshal here the large body of evidence which indicates the growing importance to industry of a sound technical information program and the encouraging outlook for this activity. I have only to mention the unbelievable expansion of industrial research in recent years, the increasing complexity of modern industry, and the rise of the skilled worker. The hardest job at the moment is to think in terms broad enough for the responsibilities that lie ahead. My greatest fear is that the technical library profession may not rise to the job that needs to be done but may let the field be taken over by default.

As the technical information activity increases in importance—and I think growth will be rapid—persons responsible for these programs must learn to think in the terms that management has already found useful. Measuring

achievement is a vitally important part of management's job today, and if the technical information function is to take its place as a highly important component of industry, administrators of technical information programs must expect the performance of the technical information function to be measured in the same way as the performance of other business functions is measured.

What is meant by the measurement of technical information activities? Perhaps this question is best approached by examining the work of a professional manager. His work consists primarily of planning, organizing, integrating and measuring. Measuring the technical information function, or any other business function for that matter, consists of devising and establishing measuring systems and media; recording and reporting the performance of people and components; analyzing, appraising and interpreting measured results; and using the results to adjust programs to continuously changing conditions.

It is the purpose of this paper to recommend that we in the profession proceed to develop some measurement techniques for our work as rapidly as possible. I believe this will have two immediate advantages. It will show management that we are thinking in *their* terms about the job to be done. It will also give us the opportunity to develop our own standards of measurement, rather than having standards thrust upon us by someone outside the profession. I have no doubt that stand-

Paper presented at the SLA post-Convention Institute on Special Librarianship and Documentation, June 8, 1956, at Pittsburgh, Penna.

ards will be developed for us if we don't do the job ourselves.

Defining Scope, Services and Role Of Technical Information Programs

The first and most important task is to define what is meant by an adequate technical information program. This definition should include the basic activities belonging to a technical information program and describe a program that is broad in scope and functionally sound. If this is not done well, there is a danger that important functions which logically belong in a well-integrated technical information program will be assigned to other components of industry. Unfortunately, this has already been done in some cases.

The types of services which should be provided must be defined. What I have in mind here is something similar to the standards developed by the American Library Association for public libraries. Management needs to be told what services are to be expected from an adequate technical information program.

This delineation of scope and services needs to be accompanied, I believe, by a dramatic and forthright statement of the role of technical information programs in modern industry. This statement should be something to fire the imagination of management and to place the technical information function in a key position in industry. A statement of the caliber of the ALA's "Freedom to Read" is what I would hope for.

Developing Criteria of Measurement

The second task is to develop measurement criteria which will answer management's questions about the technical information function. Here thinking must be done from the point of view of the manager who makes decisions on budget and personnel. The general manager of a large industrial organization, for example, is not interested in the details of how the library operates. He is looking for some measurement criteria by which he can quick-

ly judge whether the technical information program is of the right order or magnitude. He will ask, of course, whether the technical information program is costing too much money. If he is a good manager, he will also ask whether librarians are doing the job on a scale large enough to meet the needs of the organization. His basic question will be "What is a reasonable figure for this plant to spend on a technical information program?" The librarian must have the answer to that question and he must be able to outline the components of a sound technical information program.

It must be emphasized here that I do not believe this information can be developed by a study of existing technical information organizations. The experiences, particularly those of the more successful ones, will be helpful, of course, but the important thing is that criteria be developed on the basis of the job that needs *to be* done, rather than on the basis of the job that *is being* done. The future will require technical information programs of a quite different order and magnitude than most of those operating in industry today.

To obtain measurement figures, help outside the profession will have to be enlisted. This will assure an objective attitude of inquiry, and the recommendations offered will be listened to by management with more respect than if librarians had prepared them. This was the technique used with success by the American Library Association in the Public Library Inquiry.

Four Necessary Criteria

First management needs to know what proportion of its research and development budget should reasonably be allocated to its technical information activity, if the research program is to have the balance required for its efficient organization. Such a study could very profitably be undertaken by a joint committee of Special Libraries Association and the National Research Coun-

cil. Another survey could be made by a joint committee of Special Libraries Association and American Management Association to determine the proportion of an over-all plant budget which ought to be allocated for technical information activities. The important thing is to have an outside agency, familiar with research techniques, help set up measurement criteria.

A third set of measurement criteria needs to be developed for the use of the librarian or administrator of the technical information program. These criteria cover the actual costs of getting a job done. It is surprising how frequently workers in technical information have little idea of the unit costs of their operation, but measuring these costs is a basic management tool. It is surprising, too, how frequently workers do not know how much time is required to perform routine tasks, but this information is necessary if a sound job of management is to be done. If librarians are to manage important components of industry, they will need to learn and to use management tools. The development of these measurement criteria is a responsibility which cannot be avoided.

Certain information activities, such as answering reference questions, are difficult and perhaps impossible to measure, but most of the day-to-day tasks in a technical information program can be measured quite accurately. At Hanford, for example, we have roughly calculated unit costs on approximately 40 operations, including such varied tasks as ordering and receiving a book, recalling a report for correction, typing a technical report, and abstracting and indexing a document. We also have time studies on such varied jobs as procuring a book, typing a single dupli-mat master, and publishing a technical report. The point I would like to emphasize is the need to develop a management attitude toward measurements. We must be able to say, "This year it cost X dollars to edit, type, and publish a technical report of 50 pages. By next

year we hope to be able to reduce this to Y dollars." Eventually we need to be able to say, "I've checked with John Doe at the National Asbestos Company and he is circulating a periodical for 25 percent less than I can, and here's the reason why."

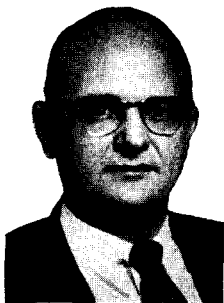
The fourth and final measurement will tell how effective a program is from the point of view of those who use its services. For instance, is a customer securing the information he seeks? Does he obtain it soon enough? Is the professional staff qualified to help him on all problems? What are the weak points? What additional services are needed?

I am convinced that the answers to these questions can only be found by some type of systematic polling of customers. Here again, the aid of those who have special skills must be enlisted. The recent study by the MIT Operations Research group of the science library there, is a good example. Conducting a poll is a complicated job; the questions have to be carefully devised and the answers skillfully interpreted. Frequently the expert help needed is not far away. Opinion polls are a common tool of management, and many large industries employ permanent staff members to do this type of work. Technical information personnel should use these services when they are available.

Special Libraries Association should undertake the job of developing some basic measurement criteria for the technical information function. I can think of no single completed task that would do more to place the technical information function in its rightful place in industry, increase the stature and prestige of the library profession, and assure the budgets necessary to do the important work that lies ahead. I do not underestimate the problems involved but I would like to propose that Special Libraries Association establish a committee jointly with the American Documentation Institute, to make a beginning on this task. As the Chinese say it, "Long journeys begin with a step."

A Librarian Looks At DOCUMENTATION

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One of the salutary effects of the recent documentation symposium in Cleveland (Conference on the Practical Utilization of Recorded Knowledge, January

16-18, 1956) was the demonstration of the increasingly disparate viewpoints of librarians and documentalists. As an aftermath of the meeting, a former distinguished librarian, now a documentalist, presented a sincere and charming apology for his new colleagues in a "Letter to the Editor" published in *Special Libraries*. The letter specifically apologizes for the documentalists' viewpoint that librarians are merely "book custodians" and closes with some specific counsel to librarians who may be confronted with this viewpoint on the part of documentalists: "They (librarians) should emulate Mencken, who, when confronted with a particularly turgid passage from Veblen, exclaimed, 'What is the sweating professor trying to say now?'"¹

One might, when confronted by any aspect of documentation, counsel further reading in Mencken, particularly in his classic, *The American Language*:²

The American, probably more than any other man, is prone to be apologetic about

Paper presented before the Biological Sciences and Hospital Divisions, June 4, 1956, at the SLA Annual Convention in Pittsburgh, Pennsylvania.

the trade he follows. He seldom believes that it is quite worthy of his virtue and talents; almost always he thinks that he would have adorned something far gaudier. Unfortunately, it is not always possible for him to escape, or even for him to dream plausibly of escaping, so he soothes himself by assuring himself that he belongs to a superior section of his craft, and very often he invents a sonorous name to set himself off from the herd. Here we glimpse the origin of a multitude of characteristic American euphemisms, e. g., mortician for undertaker, realtor for real estate agent, electragist for electrical contractor, aisle manager for floor walker, beautician for hairdresser, exterminating engineer for rat-catcher, and so on.

To propose this quotation as anything more than a partial answer to the thrusts of the documentalists would, of course, make librarians as culpable as they of oversimplification. Although my viewpoint is that of a librarian and not a documentalist, I should like to attempt to analyze as objectively as possible both approaches to the effort to make all recorded knowledge readily available for use.

Historical Views And Development

Historical priority must be given to librarians. Although libraries are known to have existed as early as 1300 B. C., the first great landmark in librarianship is the Alexandrian Library which was founded about 250 B. C. The roster of librarians at that library represents the greatest scholarship of the age. Callimachus and Eratosthenes are typical of the scholarship of the Alexandrian Library and also represent an early stage in the development of a tradition of librarianship. In addition to the primary

task of collecting material for the library, Callimachus anticipated modern librarianship by devising a subject classification scheme, a cataloging system, the first known union catalog, and the changing of physical format to make materials more readily available. He is in addition known as the "Father of Bibliography." His 120 volume prose work entitled *Pinakes*, as described by the Greek scholar E. A. Parsons, "was bio-bibliographical Tables of the corpus of Hellenic verse and prose, from the beginning to his day."³ This bio-bibliography represented the effort of an early librarian to develop and issue a working tool which would provide the specialist with direct access to a great body of knowledge.

His successor Eratosthenes was, according to Gilbert Murray, "the greatest man of learning of the whole Ptolemaic age." His fields of knowledge were varied and he was recognized as a specialist and authority in history, astronomy, geography, mathematics and poetry. In addition, he is reputed to be the founder of astronomy, physical geography and geodetic science. This extensive "knowledge of the known information of the period" caused him to be described as the "first philologer."

It is to men like these that we trace the origin of scholarly, interpretive, dynamic librarianship. No historian has ever labeled these men as "keepers of books." Indeed, scholars have marveled at their invention of the techniques of what are known as modern librarianship, classification, cataloging, subject headings, bibliography, and what some would label as documentation. Although the classical concept of libraries and librarianship did not continue unabated, and although there were centuries when the preservation of books was the justifiable preoccupation of librarianship, there were always librarians who collected documentary information of all types and who tried to make it readily available to users.

Europe in the 17th and 18th centuries gave many evidences of the beginnings of modern librarianship. In 17th century England, John Dury in *The Reformed Librarie-Keeper*, published in 1650, wrote:⁴

"I have thought, that if the proper employments of Librarie-keepers were taken into consideration as they are, or may bee made useful to the advancement of Learning; and were ordered and maintained proportionally to the ends, which ought to bee intended thereby; they would bee of exceeding great use to all sorts of Scholars, and have an universal influence upon all the parts of Learning, to produce and propagate the same unto perfection. For if Librarie-keepers did understand themselves in the nature of their work, and would make themselves, as they ought to bee, useful in their places in a publick waie; they ought to become Agents for the advancement of universal Learning.

Dury adds that the librarian should assume three basic responsibilities, "A factor and trader for helps to Learning, and a Treasurer to keep them, and a dispenser to apply them to use." He then proposes that these objectives be accomplished through an international acquisitions program, subject classification of materials, an expandable catalog, centralized international exchange of materials, and a knowledge of the interests and specializations of the clientele. His anticipation of a phase of what is now called documentation is further shown in his insistence that librarians conduct an aggressive campaign to collect knowledge in any form:

... hee should have acquaintance to know all that are of anie parts, and how their vein of Learning doth lie, to supplie helps unto them in their faculties from without and from within the Nation, to put them upon the keeping of correspondencie with men of their own strain, for the beating out of matters not yet elaborated in Sciences; so that they may bee as his Assistants and subordinate Factors in his Trade and in their own for gaining of knowledg.

Librarians such as these men have always been interested in acquiring and serving publications regardless of their format, language or location. Yet a study of the literature of documentation would convince one that all this is new and unprecedented.

Definitions Of Documentation

Documentation has been presented as a 20th century development whose history derives from bibliographic efforts in the latter part of the last century. One of the authorities on documentation, Dr. Jesse Shera, said in 1950: "Though the term 'documentation' is not of recent origin, attempts to define it precisely have been conspicuously unsuccessful."⁵

One of the early attempts at definition is found in the first issue of the *Journal of Documentation*:⁶

The *Oxford English Dictionary* defines a document as "something written . . . which furnishes evidence or information upon any subject," and documentation as the "preparation or use of documentary evidence and authorities." In other words, anything in which knowledge is recorded is a document, and documentation is any process which serves to make a document available to the seeker after knowledge. This process will be the chief concern of the *Journal of Documentation*.

Librarianship and the organization of information services, bibliography and cataloging, abstracting and indexing, classification and filing, photographic and mechanical methods of reproduction: all these things and many others are the channels of documentation which guide knowledge to the inquirer.

Close examination of this statement indicates that documentation is developed entirely within the tradition of librarianship, is composed of library techniques, and sounds the same as what has been regarded as special librarianship. Expecting, however, that other definitions might indicate some difference, we read the definitions in the Preliminary Reports of the World Congress of Universal Documentation:⁷

Document: Any source of information, in material form, capable of being used for reference or study or as an authority. Examples: manuscripts, printed matter, diagrams, illustrations, collection specimens, etc. . . .

Documentation: The determination, identification, collection and use of documents.

Documentalist: Specialist concerned with documentation.

These definitions do not take us beyond what is considered as special librarianship. A finer distinction was

made by Dr. Mortimer Taube in his report at the Special Libraries Association Institute in 1952⁸ where he stated that librarianship and documentation are not coinciding but that, in addition to all the responsibilities of special librarianship, documentation adds "the prior activities of preparing and reproducing materials and the subsequent activity of distribution." He explains that common to both is "the collection, identification, organization and servicing of items of recorded information (i.e., documents) for the achievement of special purposes." In conclusion he says: "—documentation is not just a new name for accustomed ways of acting. Rather it is a new dynamic synthesis which encompasses special librarianship and more."

That this definition of distinct fields for librarianship and documentation was not completely accepted is shown by Margaret Egan's statement:⁹

. . . the ancient scholarly tradition of publication of new knowledge for the benefit of all those who can make use of it has broken down. Research records appear in new forms and are frequently restricted as to distribution or use, while the necessity for quick and thorough literature searching in connection with scientific or technological research has increased. At the same time, all governmental as well as large-scale business and industrial enterprises have begun to realize the value of specialized information within their own fields for operational or planning purposes. That libraries have been gradually, although perhaps too slowly, adapting themselves to these new conditions is evidenced by the establishment of many new special libraries, which are frequently required to assemble and organize considerable collections of non-trade materials; by the appearance of the "technical information service," which in many respects is quite similar to the special library; and by the development of subject departments in university and large public libraries, some of which must attempt to give services roughly equivalent to those of the special libraries. Yet there have been many complaints that the library profession as a whole has failed to realize the magnitude and the seriousness of the problems which face the individuals engaged in these attempts to organize specialized information, and that a new profession with its own institutional structure must emerge.

The major questions posed to the library profession are: Can librarians refine, elaborate, or otherwise modify their traditional techniques and practices to meet these new needs, or must a new set of techniques be developed independently? Can the library schools, as they now exist, train the kind of personnel needed in these agencies? Can the present professional associations reorient their point of view to encompass the interests of the subject-librarians? Alternatively: Should these groups dissociate themselves from the library profession, form an independent professional association, and establish new training agencies? Finally, there is the paramount social question: To what extent is the public welfare involved in the unity of those agencies concerned with the collection, organization, and use of recorded information, and in the preservation of the tradition of equality of access to such information?

Documentation Or Librarianship

A partial answer to these pertinent questions is found later in an editorial in the same journal, where it is stated that: "Bibliographic organization remains, as it always has been, central to the practice of librarianship; and what is documentation but that aspect of bibliographic organization (or librarianship, if you will) that treats of the systematic mobilization of the total graphic resources of society for improving the scholarship of the culture?"¹⁰ This is not far from what Callimachus sought to accomplish over 2000 years ago.

Predicting a meeting ground, Dr. Shera says: "The time may not be far distant when the academic librarian will have almost as much in common with the documentalist as he now enjoys with his fellow members in the Association of College and Reference Librarians."¹¹ And, as if to substantiate his viewpoint, a distinguished librarian, Neal Harlow, says of documentation that "it is very closely related to librarianship; it might indeed be regarded as the family of which librarianship is a member."¹²

This would presuppose the basic field to be documentation and the subsidiary field librarianship. Librarians will find this hard to accept. It overlooks basic facts. Schools of librarianship leading to

the doctorate degree have been established at leading universities. Instruction in documentation, however, is given only as an ancillary to schools of librarianship. The official *Dictionary of Occupational Titles* does not give any listing for documentalists. A careful screening of the contents of the journals of documentation indicates that most articles overlap the areas which are covered by library journals and seldom include any article which could not logically be printed in any American library publication. These facts make it difficult to accept documentation as the basic discipline and librarianship as the secondary one.

Librarians who have analyzed the efforts of documentation point out that a distinction between documentalists and librarians may be helpful in areas outside the United States. The term librarian has been used in some European countries to identify a keeper of books who limits his interests to collection, study and preservation of library productions. In these countries it may be necessary to use the term documentalist to define the activities of a librarian who provides the services that have long been regarded in the United States as special librarianship. This is supported by the conclusion of Dr. Shera's 1950 paper on documentation:¹³

Documentation lies at the very heart of librarianship, and the primary responsibility of the librarian is to make of himself an expert in bibliographic organization. He is not a "keeper" of the records of the human adventure against the ravages of time; nor is he the presiding officer of a "peoples' university;" certainly he is not an executive who orders the professional lives of subordinates for the pure joy of practicing administrative theory. Rather he is a bibliographer in the widest and wisest possible sense, a practitioner of bibliographic organization. The recent history of American librarianship is largely a record of betrayal of its original function, for when librarians forsook bibliography for the "greener fields" of adult education, mass communication and aberrant forms of "social service," they not only relinquished to others, mainly to the subject specialists, those bibliographic functions which are fundamental library responsibilities, but they became hope-

lessly lost in a welter of confused thinking about the social functions and responsibilities of their own institutions and activities. In this disregard of basic functions both bibliographic organization and librarianship suffered immeasurable losses. Let librarians then return to the problems of bibliographic organization, reestablish themselves as the acknowledged leaders in the largely uncharted world of subject bibliography, and in the stern discipline of documentation not only achieve a new professional self-respect but rediscover their true purpose in society.

In citing the landmarks of American documentation, Dr. Jesse Shera says:¹⁴

In 1935 the Bibliofilm Service was organized by three far-seeing documentalists, Miss Claribel Barnett, Dr. Rupert Draeger, and Dr. Atherton Seidell, all of whom were eager to extend the services of the Department of Agriculture Library to scientists throughout the country.

I do not believe that my predecessor, Miss Barnett, ever considered herself as other than a librarian, and it is my belief that the services which the Department of Agriculture Library supplies under the Bibliofilm Service are a continuation of a tradition going back at least as far as the Hellenic age.

If librarians are neglecting their historical responsibilities in bibliography and specialized reference activities, then they should concentrate their activities and efforts on the modification of instruction in the library schools, rather than seek to develop a new and competitive field of activity.

Coming Events

A RECORDS ADMINISTRATION SEMINAR will be held November 26-30 at the Palmer House in Chicago for office systems supervisors, records consultants, and executives, research personnel and others concerned with methods and procedures. The lectures and round-table discussions, to be presented by the staff of Record Controls, Inc. and guest lectures, will cover an integrated records program. The tuition of \$135 includes luncheon each day and a binder of facts and statistics. The Chicago office of Record Controls, Inc. is 209 South La Salle Street.

- ### CITATIONS
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A CONFERENCE ON ADMINISTRATIVE PROBLEMS OF SPECIAL LIBRARIES will be sponsored by SLA's Texas Chapter and the Graduate School of Library Science, University of Texas, in Austin, November 23-24, 1956. Thelma Hoffman, Shell Development Co., Emeryville, Calif., will speak. Topics to be discussed are procedure manuals, promotion of library service by librarians, and shortcuts in methods and procedures. Registration will be \$7; \$5 if paid in advance. Write Robert R. Douglass, director, Graduate School of Library Science, for information.

Atomic Energy Business Services

MRS. VIRGINIA STERNBERG, Librarian, Atomic Power Division
Westinghouse Electric Corporation, Bettis Field, Pittsburgh, Pa.

EVER SINCE the United States Atomic Energy Commission invited industrial participation in atomic energy, everyone has been eager to obtain all the information he can. Subscribing to a service is one of the easy ways to get current information. In the comparatively new field of atomic energy, there were few services until the past year. Now it appears that many services have started which are quite similar. Time alone will tell how many will survive. This discussion will be limited to the services which might be of some value in the financial field.

The **ATOMIC ENERGY CLEARING HOUSE** is a weekly report on atomic energy for management people. One of its features is that statements, remarks, and reports are quoted verbatim and the source is noted. Any statements made in Congress concerning atomic energy are usually quoted. Remarks made by the President on the subject of atomic energy are also included. Budgetary reports relating to atomic energy, new Atomic Energy Commission regulations, and official Atomic Energy Commission statements are quoted in full.

There are, of course, other publications where the same information may be found. For example, the *Federal Register* would list any new Atomic Energy Commission regulations, and the *Congressional Record* would quote all statements made in Congress. The

advantage of this service, however, is that this type of information may be found in one place.

Reports are issued on legal size paper. This may present a filing problem in the library. Another disadvantage is the lack of an index. It is hoped that sometime the Congressional Information Bureau will be able to issue indexes to their very valuable service.

The **FORUM MEMO** is issued to members of the Atomic Industrial Forum only. Its annual report states: "Any domestic corporation, association, partnership, or trust, which, in the sole judgment of the Committee on Membership or Board of Directors, has been, or is, or reasonably expects to be, engaged in some phase of the development or utilization of atomic energy, is eligible to be an Organization Member."

At the beginning of each issue of the **MEMO**, there is a report of Forum activities. Then follows news on reactors, companies engaged in atomic energy, new regulations, methods, appointments, bills, contracts, and publications. According to the annual report, "the **MEMO** digests and interprets significant atomic energy developments which have taken place during the previous month and reports on coming events of interest to the entire atomic community."

Forum reports and surveys are also issued periodically. To mention a few reports, there are *Business Opportunities in Atomic Energy*, *The New Atomic Energy Law—What It Means To Industry*, and *Commercial and International Developments in Atomic Energy*. A few of the surveys are *A Growth*

Paper presented before the Financial Division, June 6, 1956, at the SLA Annual Convention in Pittsburgh, Pennsylvania.

Survey of the Atomic Industry—1955-1965 and World Development of Atomic Energy.

Anyone having some interest in atomic energy would benefit by receiving the FORUM MEMO. Indexes to the MEMO are available from the librarian of the Atomic Industrial Forum.

BUSINESS ATOMICS REPORT is a private service on the business applications of atomic energy. Supplements are issued on specific topics. One, entitled *Some Recent Legal Developments in Atomics*, was written by W. M. Kunstler, member of a New York law firm and associate professor of law, New York Law School.

The REPORT discusses many items of interest to business. To name a few, it lists new products on the market, names firms entering the atomic energy field, discusses new contracts let by the Atomic Energy Commission, and mentions proposals of new reactors. No index is issued as the publication is prepared for current spotting of news in the atomic energy field.

ATOMIC ENERGY NEWSLETTER gives some details on contracts, companies and products, similar to the information given in the BUSINESS ATOMICS REPORT. In addition it presents news about people in the atomic energy field, patent grants made, stock distribution, conferences and meetings. A section on new books and other publications on nuclear topics is included in each issue.

ATOMIC ENERGY GUIDELETTER, besides mentioning new technical developments, new problems, and new products and instruments, offers a free question and answer service and a free consulting service.

COMMERCIAL ATOMICS, started in 1955, is a two page, letter size publication reporting on items in the atomic field which may be of interest to businessmen. Editorial comments are scat-

tered throughout the report. One of the added features is the *Extra* which is sent out occasionally to announce any events which are especially newsworthy and should be brought to the attention of subscribers before the regular issue of COMMERCIAL ATOMICS.

The Whaley Eaton Service, publishers of *American Letter* and *Foreign Letter*, well-known weeklies in the business world, issues bulletins, surveys, and memoranda on atomic development in ATOMS FOR PEACE. Some issues are devoted to a particular phase of atomic energy. One listed all of the papers presented at the International Conference on the Peaceful Uses of Atomic Energy held in Geneva in August 1955. Another was on international agreements.

There are also issues which are headed "Atomic Notes." These contain information on various items of interest to those in the field or entering the field. A special issue is published every two weeks entitled "International Atomics." As the name implies, newsworthy events from all over the world relating to the atomic energy field are discussed.

An index, referencing reports by subject, date, and volume, was issued March 31, 1956. A handy, springback binder is supplied in which to keep the issues. Subscribers are also given eight memoranda on atomic energy giving businessmen background in the technical aspects of the field.

The NUCLEAR ENERGY RESEARCH BUREAU, a private bureau studying the economic effects of the new energy, publishes semimonthly reports on special studies on industries, products and markets and how they are affected by nuclear energy. This would be a valuable addition to investment houses. Some of the reports issued are *The Development of Nuclear Reactors*, *The Chemical Industry and Nuclear Energy*, *The Insurance Risk and Legal Liability in Nuclear Activities*, and *A New Era in Shipping—The Nuclear Age*.

All the reports listed in **NUCLEAR NOTES FOR INDUSTRY** may be found in the AEC industrial information depositories and in most cases may be purchased from the Office of Technical Services.

There are three sections of **ATOMIC INDUSTRY REPORTER**, *News and Analysis*, *Laws and Regulations*, and *Technology Reports*. Binders are supplied into which weekly supplements to each volume may be filed.

In the volume entitled *News and Analysis*, there is a news section, an official text section, and an index. The news section, "The News In Nucleus," contains short paragraphs on events of importance which happened during the week. The official text section contains the text of reports, speeches and notices. For example, it presented parts of the "Report of the Panel on the Impact of the Peaceful Uses of Atomic Energy to the Joint Committee on Atomic Energy."

Technology Reports originally was set up to present abstracts of technical Atomic Energy Commission reports. These were arranged by subject. For example, reactor technology was broken down further to atomic power, measuring instruments and techniques, nuclear reactors, and particle accelerators. Besides giving abstracts of reports which were released to the public by the Atomic Energy Commission, "Atomic Energy Reporter" also stated the price and availability of the reports. There was an index set up by report number and then by subject. Due to an acceleration of the Atomic Energy Commission's declassification program, however, only a list of the reports, with availability and price, is now listed.

A separate section of *Technology Reports* is entitled "Atomic Energy Patent Digests." There is a list, by number, of the patents made available to the public prior to November 1, 1954. The section also includes abstracts of the patents released after that date. These

patent abstracts are arranged by general subject: chemistry, engineering, metallurgy and physics.

The third volume of **ATOMIC INDUSTRY REPORTER** is *Laws and Regulations*. It is separated into many smaller sections for quick reference and has a comprehensive index. Some of its sections are: 1) Atomic Energy Act, containing The Atomic Energy Act of 1954 plus the individual State Atomic Energy Acts; 2) Labor-management relations, containing chapters from the *AEC Manual on Security and Labor Relations*, *Administration of Labor Laws* and many others; 3) international trade and control, containing the various Agreements for Cooperation Concerning Civil Uses of Atomic Energy Between the Government of the United States of America and other Governments.

In the case of both the reports and the patents, the same information listed in the **ATOMIC INDUSTRY REPORTER** may be obtained from another source. **NUCLEAR SCIENCE ABSTRACTS**, issued by the Atomic Energy Commission and published by the Government Printing Office, is a list of unclassified AEC reports with abstracts and availability. **NUCLEAR SCIENCE ABSTRACTS** also lists released patents with abstracts of each.

ATOMIC ENERGY LAW REPORTER is a one volume service divided into sections for quick reference and containing an index and a finding list. Some of the Sections of interest are atomic terms, list of access permit holders and list of depository libraries. Other sections contain statutes and executive orders, regulations, patent awards and royalties, contracts, and licenses. Complete acts and regulations are given and in some cases they are annotated.

A letter entitled **ATOMIC ENERGY LAW REPORTS** is issued by Commerce Clearing House and describes the pages to be inserted in the **REPORTER**. It also contains some paragraphs on items of

interest. The letter is considered of ephemeral value and Commerce Clearing House suggests that all but the last issue be destroyed.

A new service of particular interest to the financial field is **ATOMIC ENERGY GROWTH STOCKS**.

As can be seen from the number of services mentioned, there is no lack of information on atomic energy for businessmen. We have checked the services which are similar and found that there is rarely any duplication of items. It would be difficult at this time to give a list of best services. If anyone is entering the field of atomic energy today, any or all of the services mentioned have merit. Those who have a fringe interest in atomic energy may find that only one or two of the services would be of any value to them.

Since atomic energy business services are fairly new and no listing of them is available, the following bibliography has been prepared.[†]

BIBLIOGRAPHY OF ATOMIC ENERGY BUSINESS SERVICES

ATOMIC ENERGY CLEARING HOUSE
Congressional Information Bureau, Inc.
Mills Building, 17th St. at Pennsylvania Ave.,
N.W. Washington 6, D.C.

\$100 yearly

Weekly

No Index

Weekly report on atomic energy gathered from Congress, the Atomic Energy Commission and other government organizations.

ATOMIC ENERGY GROWTH STOCKS

Danforth-Ettly Corporation

Wellesley Hills, Mass.

\$32 yearly

[†]EDITOR'S NOTE: In the original presentation of this material, Mrs. Sternberg included **ATOMIC ENERGY REGULATIONS BY PIKE AND FISCHER**, published by Matthew Bender Company, and **WATCHING DEVELOPMENTS IN ATOMIC INDUSTRY**, published by Industrial Science Information and Research Company. Both these services were discontinued in June 1956 and are not included in the present article and bibliography.

THE ATOMIC ENERGY GUIDELETTER

The Atomic Energy Guideletter

1420 New York Avenue, N.W.

Washington 5, D.C.

\$25 for 3 months

\$40 for 6 months

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Replaces information in: NBS Circular 499, Sept. 1, 1950; Suppl. No. 1, Jan-July 1950; Suppl. No. 2, July 1950-Jan. 1951; Suppl. No. 3, Jan-July 1951 (available at \$4.25 from Superintendent of Documents); NSA annual cumulation No. 24B, 1952, 1953, 1954, and 1955; and summaries in NSA issues No. 6, No. 9, No. 12, No. 18, and No. 24B.

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NUCLEAR SCIENCE ABSTRACTS

Superintendent of Documents

U. S. Government Printing Office

Washington 25, D.C.

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\$8 yearly, foreign

15th and last day of each month

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12B semiannual cumulative index

24B annual cumulative index

Each issue—author and numerical index

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A publication of the U. S. Atomic Energy Commission, Technical Information Service. Available on exchange basis to universities, research institutions, industrial firms, publishers of scientific information.

Inquire of Technical Information Service, U. S. Atomic Energy Commission, P.O. Box 62, Oak Ridge, Tennessee.

COMING IN DECEMBER

The December issue of *SPECIAL LIBRARIES* will feature informative, illustrated articles on various methods and procedures of handling graphic and film materials in special libraries, including *Preservation and Restoration of Library Materials* by Margaret Scriven, *Preservation of Photographs on Microfilm* by Agnes C. Henebry, an extract of Vernon D. Tate's post-convention talk, *Photographs In the Public Domain* by Josephine Cobb, and other interesting pieces.

Automation in Literature Research and Publications on Industrial Power Uses Of Atomic Energy Discussed

Metallurgical Library Exhibit Popular

Tours of Industrial Cleveland

Metals Division Regional Meeting

As has been its custom for the past number of years, the Metals Division held a regional fall meeting in conjunction with the National Metal Congress and Exposition in Cleveland, Ohio, October 8-12. The three-day Division program offered a variety of field trips to many places of interest in Cleveland and an all-day meeting devoted to the presentation of papers, reports, and bibliographies. About 30 Metals Division members and many Cleveland librarians and visitors participated.

During the five-day 38th National Metal Congress, Cleveland Chapter and Metals Division members cooperated in managing an SLA exhibit booth which featured a metals library. Literature specialists answered hundreds of technical questions asked by the more than 1000 visitors to the booth and distributed copies of Metals Division papers and bibliographies as well as literature describing the functions and activities of Special Libraries Association.

The Division meeting began Wednesday morning, October 10, with a cruise through the Cuyahoga River Valley. The guide pointed out many features of the industrial landscape such as sulfur piles and the factories of many industrial companies.

In the afternoon a chartered bus drove interested librarians to the research laboratories and library of the National Carbon Company. Dr. James A. Krumhansl, assistant director of research, related how research has expanded. Meredith Wright then conducted the group through her spacious library and de-

scribed its operations. After dinner about 50 visitors toured the automated assembly lines of the Ford Company Foundry and Engine Plant No. 2.

The morning session of October 11 was conducted by Mrs. Jeanne North. Allen Kent, associate director, Center for Documentation and Communication Research, presented "Automation In Literature Research," a report on the mechanized literature searching project being carried on at Western Reserve University for the American Society for Metals. He discussed the problems which prompted the establishment of the ASM project; the immediate and long range goals; the type of service to be expected from the metallurgical searching system evolving from the project; how a question would be searched; how the operation differs from other machine searching systems; how periodical literature is processed; what machines are now available for literature searching; how internal company reports can be recorded; and the eventual fate of existing files of metallurgical information.

Mr. Kent's talk was followed by an invitation to see the WRU Searching Selector at the Center for Documentation and Communication Research exhibit booth. In addition to a sample search by the Searching Selector, the demonstration included a detailed description of the processing of literature from abstract journals, a manual for analysis for conversion of the abstracts to telegraphic style, and flow charts for coding material and recording it on punched paper tape.



Hastings-Willinger & Associates

At the SLA exhibit booth at the National Metal Congress and Exposition, Mrs. Katherine Janis (left), International Nickel Company, New York, helps a visiting engineer look up some metallurgical data while Dorothy E. Berg (right), General Electric Company, Cleveland, explains the advantages of a special library to a general plant manager.

Publications on Industrial Uses of Atomic Energy, the afternoon symposium, presided over by Phyllis Whalen, Clevite Research Center, covered the best sources of information and their organization and use in a library. James B. Dodd, director, Information Services, Atomic Energy Division, Babcock & Wilcox, Lynchburgh, Virginia, spoke on "The Literature of Radiation Effects on Materials." After summarizing the subject matter of the field, he discussed sources of classified and unclassified information and mentioned several specific indexes, abstract publications, report series, papers, and other publications.

"Literature for the Study of Commercial Nuclear Power" was presented by Philip Leslie, head librarian, and Fred E. Croxton, superintendent, Information and Records, both of Goodyear Atomic Corporation, Portsmouth, Ohio. They described in a general way the scope of the atomic reactor power program in the United States and the nature of the world-wide literature which has developed. The similarities between the new literature and that familiar to all research workers was stressed and metallurgical subject areas which will be studied by metallurgical groups concerned with atomic power programs were identified.

A bibliography entitled "The Literature of Radioactive Testing Techniques: Selected References 1950-1956," was distributed. This was compiled by Joan M.

Daley and Jeanne B. North, both of the library, Research Department, United Aircraft Corporation, East Hartford, Connecticut. Copies of all four papers are available from SLA Headquarters in New York City as long as the supply lasts.

Metals Division members were guests at the Cleveland Chapter dinner meeting in the evening. Dr. Lillian Gilbreth, president of Gilbreth, Inc., and mother of the famous twelve of *Cheaper by the Dozen*, spoke on "Automation and What It Will Mean to the World." She defined automation in terms of its purpose—to eliminate physical and mental drudgery and to promote mental activity and creativity. For librarians automation will mean a release from tedious jobs and more time for consulting with and understanding the problems of readers and for actual participation in the planning of the future.

The meeting concluded with another day of field trips, beginning with a tour of the Penton Publishing Company, publishers of *Steel* and other metallurgical journals. The news gathering techniques, writing, and editorial policies of the firm were explained before the group was shown through the various departments. Ida Cermak, collector of Customs, described the U. S. Customs facilities and activities at the Port of Cleveland, and showed SLA'ers through the examination and appraisal departments of the Customs House.

DIVISION SUBSCRIPTION BULLETINS

DIVISION	BULLETIN	EDITOR	COVERAGE	FORMAT	FREQUENCY	PRICE	CIRCULATION	SUBSCRIPTION AVAILABLE FROM:
GROUP I								
BUSINESS	<i>Bulletin of the Business Division</i>	Mariana K. Reith Central Library Caterpillar Tractor Co. Peoria 8, Illinois	Division news, articles, bibliographies	8-10 pages multith	4 issues per year	\$1.00	app. 100	Editor
FINANCIAL	<i>Financial Division Bulletin</i>	Alice M. McLinden, Ln. National Securities & Research Corp. 120 Broadway New York 5, N. Y.	Division news, book reviews, bibliographies, articles, project reports	30 pages mimeo	4 issues per year	\$2.00	app. 175	Mrs. M. K. Breznell, Ln. Public Relations Dept. General Motors Corp. 1775 Broadway New York 19, N. Y.
GEOGRAPHY AND MAP	<i>Geography and Map Division Bulletin</i>	George R. Dalphin 3 Freeman Road Hanover, N. H.	Division news, book reviews, bibliographies, articles, membership lists, project reports	23 pages mimeo	4 issues per year	\$2.00	230	Robert W. Lovett Baker Lib.—Harvard Univ. Grad. School of Bus. Adm. Soldiers Field Boston 63, Mass.
PICTURE	<i>Picturescope</i>	Mrs. Minna H. Breuer 2 Williams Court Albany 3, New York	Division news, biographies, articles, book reviews, membership lists, project reports, abstracts, Association news	7-8 pages multith	4 issues per year	\$1.00 for nonmembers	180	Celestine Gilligan 524 East 20 Street New York 9, N. Y.
GROUP II								
ADVERTISING	<i>What's New in Advertising and Marketing</i>	Isabel M. Cubberley Knappen-Tipets-Abbett-McCarthy 62 West 47 Street New York 36, N. Y.	Subject bibliography of new books, pamphlets, free and expensive materials	9 pages mimeo	10 issues per year	\$3.50 \$5.00 for nonmembers	175	Edith Becker Ted Bates & Co. 630 Fifth Avenue New York 20, N. Y.
INSURANCE	<i>Insurance Book Reviews</i>	Mrs. Angelica Blomshield New York Life Insurance Co. 51 Madison Avenue New York 10, N. Y.	Bibliographies, book reviews	4 pages offset	10 issues per year	\$3.50	250	Dorothea M. Sommer American Fore Insurance Group 80 Maiden Lane New York 38, N. Y.
S-T PHARMACEUTICAL SECTION	<i>Unlisted Drugs</i>	Winifred Sewell E. R. Squibb Div. Olin-Mathieson Chemical Corp. Georges Road New Brunswick, N. J.	List of new drugs and composition with reference to source	10-12 pages photo-reduced multith	12 issues per year	\$8.00	500	Wilma F. Kujawski, Ln. Distillation Products Industries Div. of Eastman Kodak Co. Rochester 3, N. Y.
S-T PHARMACEUTICAL SECTION	<i>COPNIP List</i>	Charlotte Studer Miles Laboratories Medical & Research Library Myrtle and McNaughton Sts. Elkhart, Indiana	Listing of current free industrial or institutional pamphlet material of an informative nature	5-6 pages mimeo	4 issues per year	\$3.00	170	Mrs. Evelyn Armstrong Sharp & Dohme Div. Merek & Co. West Point, Pennsylvania

Have You Heard . . .

SLA Division Subscription Bulletins

As in the 1955 chart, Division bulletins are again divided into two groups. The basis of division is the inclusion or absence of Division news. The bulletins in Group II do not have Division news and rather seem to have the status of continuous projects. This does not imply that bulletins in Group I are strictly news bulletins. Many informative articles and bibliographies are included and they fill the need of the very specialized interests of each Division. This year no major change for subscription bulletins has been reported. This does not mean Divisions have solved all their bulletin problems; it is not easy to collect editorial material for publication, nor has a simple, inexpensive method of producing professional-looking journals been devised. All editors of free or subscription bulletins face these problems.

LORRAINE CIBOCH
Division Liaison Officer

Recruitment Literature

The September 1956 *Wilson Library Bulletin* carried five feature articles on various aspects of recruiting, including "Action Manual for Library Recruiters," by John F. Harvey, chairman, Joint Committee on Library Work as a Career. The 12 page "Manual" contains many helpful suggestions, data on library schools, associations, and scholarships, and a bibliography. It is available as a reprint from Mr. Harvey, head librarian, Kansas State Teachers College, Pittsburgh.

The organization and techniques of successful recruitment programs are outlined in *A Guide to College Recruitment*, prepared by a work group of the Society for Personnel Administration. This 16 page pamphlet sells for \$.50 (less when ordered in quantity) and may be ordered from the Society, 5506

Connecticut Avenue, N.W., Washington 15, D.C.

Members In The News

DONALD T. CLARK, associate librarian of the Baker Library, Graduate School of Business Administration, Harvard University, since 1948, has recently been appointed librarian of the Library. He succeeds Dr. Arthur H. Cole.

MRS. VERA HALLORAN, associated with J. M. Mathes, Inc. for many years, became the head librarian of the Bureau of Advertising in New York City on October 8, 1956.

FLORENCE M. HOPKINS, formerly financial librarian for the Prudential Life Insurance Company in Newark, New Jersey, has assumed the editorship of The H. W. Wilson Company publication, *Library Literature*.

ROBERT SALE, chief librarian of the research division of United Aircraft Corporation, East Hartford, Connecticut, has received unusual recognition for a special librarian with his appointment as State Librarian of the Connecticut State Library. He will assume his new position on January 1, 1957, when JAMES H. BREWSTER retires.

HAROLD J. SANDER has returned to Indianapolis from the Roanoke Public Library to become Director of the Indianapolis Public Library. He replaces MARIAN MCFADDEN, an active member of SLA's Indiana Chapter, who recently retired.

HELEN YAST, CATHERINE HOLLIS, and MRS. ELIZABETH M. BAKER, members of the Interassociation Hospital Libraries Committee, contributed to an article "Library Service," published in Part 2 of the August 1, 1956 issue of the *Journal of the American Hospital Association*. The article discusses briefly the current practices of the four types of hospital libraries and includes a list of references.

In Memoriam

MRS. PAULINE W. GARBER, librarian of the general publicity department, Union Carbide and Carbon Corporation, died August 28, 1956. She began her employment with the firm in 1928. Mrs. Garber was an active member of SLA's New York Chapter and was exhibits chairman at the national convention held in New York City in 1943.

Letter To The Editor

The article which appeared in the September issue of *SPECIAL LIBRARIES*, entitled "A Librarian Looks at Schools of Theology," gives such a negative view and contains so many factual errors that I am moved to protest.

Factual errors appear throughout the Diehl article. To name a few: the *Theologische Literaturzeitung* continues to be a very live and important journal; there are many categories into which the seminaries could be classed instead of the three—falsely defined and not mutually exclusive—which were used; the library of the American Baptist Historical Society is now at Colgate-Rochester Seminary.

On the whole, theological libraries are live, progressive and effective; they are manned by staff members who are well qualified in both subject field and library service. The author could have chosen examples from many possibilities. For instance, the Theological Seminary at Princeton (an autonomous, Presbyterian school *not* organically related to Princeton University) is just completing a magnificent new building to house its scholarly collection and plans to give up-to-date service. The classification of books for a special theological library, by Julia Pettee, is one of the great contributions to library science and is shown in action at the internationally celebrated Union Theological Seminary in New York. New developments in the use of audio aids are emphasized at Richmond's Union Theological Seminary. Stimulus to the formation of an international theological library association was given by leaders of the American Theological Library Association, especially by the librarians of Southwestern Baptist Seminary and the Pacific School of Religion. The first and only continuing index to religious periodical literature in English is the result of the cooperative work of ATLA.

The whole picture of the theological schools of this country is best shown through the recent survey under the direction of Richard Niebuhr. The findings of his team are just now being published and will show curricula responsive to the needs of today.

MARGARET J. HORT, Librarian
Lutheran Theological Seminary
Philadelphia, Pennsylvania

SPOTTED

... • Librarians are not the only professional people confronted with a growing shortage of qualified personnel to do an increasing amount of important work. Other professions too are seeking to alleviate present and future stresses and strains by luring intelligent, trained men and women to their ranks . . . • In a current press release, Industrial Psychology, Inc. reports that the operations of more than 5000 firms are being curtailed by a lack of engineers. Although 22,000 new engineers received degrees last year, industry desperately needed 40,000. Competition for engineers is so keen that pirating and other suspect recruiting tactics are common. Firms on the West Coast state it costs more than \$2000 to recruit one engineer, and it is estimated that during the first six months of employment, a company invests over \$10,000 in a new engineer, including recruitment, training, salary, and fringe benefits . . . • In the Proceedings of the Sixth Thomas Alva Edison Institute, Admiral Rickover stated, "We spend more money for comic books than for textbooks used in our elementary and high schools. In a recent year the home-permanent-wave industry budgeted for research into improving the looks of human hair a sum amounting to two cents per United States (female) capita. The whole nation meanwhile was spending only three cents per capita for research into the distressing things that go on inside the human head." . . . • He also cited figures showing that 300,000 more engineers and scientists will graduate from Russian universities than from American ones in 1960 and he pointed out that the Russians are educating as many women as men in these professions while only a small proportion of American scientists and engineers are women. The Admiral proposed increased national expenditures for education, sizeable salary increases for teachers, a longer school year, and more emphasis on science and math at the secondary school level. 53 percent of American high schools do not teach physics, he said, and about half give no courses in chemistry . . . • These remarks concur with the results of a recent survey of mathematical instruction in the United States conducted by the Educational Testing Service. The survey concluded that mathematics is a serious national weakness and that mathematical incompetence is widespread, even among superior students. It suggests that poor teaching and old fashioned elementary and secondary curricula are to blame. Without sound mathematical training, young people cannot take advanced studies which will prepare them to be engineers, scientists—or for that matter, technical librarians.

Off The Press . . .

Book Reviews

STUDIES IN COORDINATE INDEXING, Vol. III. *Mortimer Taube and Associates*. Washington, D.C.: Documentation, Inc., 1956, 172 p. \$5.

People who think that a computer is the answer to all documentation problems, should be sure and read *Studies in Coordinate Indexing*, volume III, a very elementary discussion of why the computer is more than likely not the answer to storage and retrieval problems.

The mechanization of storage and retrieval systems, to date, has in general been concerned with either building machines to handle an existing indexing system or developing new indexing systems for existing machines. A far better approach would be to try building a new machine with a new indexing system to function in the optimum manner for the storage and retrieval of the particular information being handled.

Credit, therefore, is certainly due, and extended to, Taube and Associates for putting in print some of the fundamental ideas relating communication theory to storage and retrieval systems. The volume is apparently meant to bring together some of the material which should be considered in mechanization of storage and retrieval systems. Although the material is not well integrated, it is of a basic nature and simply written. The best portions discuss relations of communication theory and storage and retrieval systems (Chapter 1), the logic and mechanics of storage and retrieval as compared with use of computers (Chapter 4), and an extremely interesting article "Problems in the Application of Uniterm Coordinate Indexing," by John Albert Sanford and Frederic Theriault in Chapter 6.

The remainder of the book is made up of material consisting of other examples of coordinate indexing, chapters on the measurement of the cost of storage and retrieval systems and generic coding, a small amount of good basic points on the subject of logic, and a great deal of philosophy. The articles concerning costs are by no means outstanding and the philosophy presented certainly is not up to Taube's accustomed standards, even though it does portray his usual aggressive spirit.

For those who find the article by Mr. Sanford and Mr. Theriault of interest, I would suggest comparing it with "Use of the Uniterm Coordinate Indexing System in a Large Industrial Concern" (SPECIAL LIBRARIES, March 1956). The findings are extremely close and correlate very well considering that one experiment was run in the Technical Library

Division of the National Security Agency while the other was carried on in the Technical Data Center of the General Electric Company, two widely separated organizations.

In closing, let me impart one thought upon which those who have already read the book may reflect. In communication theory, the receiver wants to receive the exact information transmitted but in a storage and retrieval system the searcher may want to retrieve something quite different from the message as originally stored by particular indexers. This leads to the interesting possibility of discovering new knowledge through the coordination of information that has been stored independently and by different indexers.

R. L. FRANCISCO, Systems Engineering
Special Defense Projects Dept.
General Electric Co., Philadelphia 4, Pa.

BOOKS FOR ALL: A Study of International Book Trade. R. E. Barker. Paris: UNESCO; New York: UNESCO Publications Center, 1956. 104 p. \$3.

The United Nations Educational, Scientific and Cultural Organization commissioned R. E. Barker, deputy secretary of Great Britain's Publishers Association, to make a study of the international book trade. This project was undertaken in the hope that its publication would stimulate support for efforts to make "books for all" a reality. Although 5,000 million books are produced annually—seemingly an enormous figure—this represented only two books for every person in the world, and one must remember that half of all books are textbooks used in schools. Furthermore, the statistics presented in *Books For All* bring out the fact that ten countries publish three-fourths of the world's books, 41 countries together produce 240,000 titles annually, and six languages are the source of most translations.

Within the pages of this book, Mr. Barker discusses book trade organization (bookselling, wholesaling, distribution, economics of publishing, price maintenance, the history of trade associations, and trade papers); trade patterns covering the statistics of book production in 60 countries (the American Book Publishers Council points out in a recent bulletin that there are certain errors in the figures for the USA, especially in respect to copies sold) and export and import figures; and trade barriers, of which economic and administrative restrictions are the most formidable. Other chapters cover the means and costs of the transport of books; copyright; language and literacy (although there are between 2500-3000 languages

used today in the world, nine-tenth of the world's literature is produced in six or seven languages and the remaining tenth originates in only 20 or 30 tongues); and libraries and book exchanges around the world.

Ten pictographs in three colors help to graphically illustrate the topics covered. Appendices include a list of associations of publishers, booksellers and libraries, and periodicals in the book trade and library fields for over 60 countries; book exchange statistics for 17 countries; and lists of the countries in which customs, sales, taxes, import and export licenses are applied partially, wholly or not at all.

A bibliography of over a hundred selected titles of recent books on book production, distribution and copyright and a full index complete this valuable addition to the literature on the world's book trade.

ANNE J. RICHTER, Book Editor
R. R. Bowker Company
New York, N. Y.

New Serials

DATA. An outgrowth of the Navy publication, *Navy Technical News*, *Data* magazine reports technical innovations in the armed forces and government agencies. The research and development fields which *Data* covers range from atomic energy to textiles and more than 30 technical journals of the government are digested. Articles are pruned to save reader time, but important details are retained. Complete source material for a listed article is available to the subscriber at no additional charge. Murray Smith, who worked on the paper for the past two years when it was a Navy service, continues editorship of *Data* in its civilian dress. Publication is biweekly and began September 1. Subscription rate for the magazine and associated follow-up service is \$12 annually. Interested readers may address *Data*, Box 6026, Arlington 6, Va. to place subscriptions or request a sample no-obligation copy.

ENGINEERING MATERIALS NEWS LETTER. T. C. Du Mond, former editor of *Materials & Methods* magazine, has begun to edit and publish a weekly *News Letter*. The annual subscription rate is \$25. For further information write the editor at 24 West 40 Street, New York 18, N. Y.

RECENT REFERENCES

Library Literature

CHECKLIST OF BOOKS AND PAMPHLETS IN THE SOCIAL SCIENCES: Including Anthropology, Economics, Philosophy, Political Science, Psychology, Welfare, but not Including Education, History and Law. Albany, N.Y.: New York State Library, University of the State of New York, 1956. 150 p. \$5. (Available to a limited number of public and institution libraries on an exchange basis.)

NEL RELIABILITY BIBLIOGRAPHY. W. E. Jorgensen and others, compilers. San Diego, Calif.: U. S. Navy Electronics Laboratory, 1956. Looseleaf. (Available to Dept. of Defense activities and to a limited extent to government contractors.)

Brief abstracts are printed four to a sheet, making possible individual 3 x 5 cards.

PAPERBOUND BOOKS IN BUSINESS AND ECONOMICS: A BIBLIOGRAPHY, nos. 1 and 2. *Charlotte Georgi*. Chapel Hill, N. C.: Business Administration Library, University of North Carolina, 1956. 3 p. each. mimeo. Gratis.

THE SINGER'S REPERTOIRE. *Berton Coffin*. New Brunswick, N. J.: The Scarecrow Press, 1956. 840 p. \$16.

A multiple index of 7500 songs and arias arranged by composer, title, key, range, and publisher in 752 lists. Voice and song classifications have American, British, French, German, Italian, Russian, Scandinavian, and Spanish divisions.

Dictionaries and Directories

BOOKMAN'S GUIDE TO AMERICANA, Part II: Literature. *J. Norman Heard*, compiler. New Brunswick, N. J.: Scarecrow Press, 1956. 254 p. \$5.

A key to the prices of American literary works listed in 150 catalogs of more than 80 antiquarian booksellers in the United States and Canada. All quotations date from 1952.

THE NEWSPAPER PRESS DIRECTORY AND ADVERTISERS' GUIDE 1956, Annual 105th Issue. London: Benn Brothers, Ltd.; New York: John de Graff, 1956. 833 p. \$6.

Covers newspapers, general periodicals, trade and technical periodicals, and allied press services and organizations in the United Kingdom. Section on overseas and foreign press.

Miscellaneous References

AUTOMATION: Friend or Foe? *R. H. Macmillan*. New York: Cambridge University Press, 1956. 108 p. \$1.95.

A readable account of the development and evolution of automatic control and production, automatic computers and the economics of automation.

A STUDY OF INDUSTRIAL RETIREMENT PLANS: Including Analyses of Complete Programs Recently Adopted or Revised. New York: Bankers Trust Company, 1956. 178 p. pap.

The current retirement plan practices of large and small employers in various industries.

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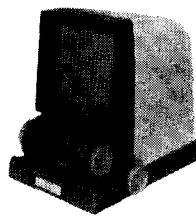
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